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ABSTRACT

This guide for French teachers was prepared with the help of teaching professionals who responded to a questionnaire administered in April 1973. It gives suggestions and information on: (1) curriculum planning, achievement levels, and sample programs; (2) teaching materials; (3) testing; (4) teacher aids such as workshops, professional organizations, foreign study and travel programs; and (5) new ideas in language teaching methodology. A list of addresses of publishers, manufacturers, and French cultural organizations concludes the notebook. (PP)

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A TEACHER'S NOTEBOOK: FRENCH

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FOREWORD

This notebook has been prepared by the members of the NAIS French Committee, with help from colleagues who responded to the questionnaire of April 1973. It contains the three essential matters of what to teach, what materials to use, and how to test the teaching. To these we have added a variety of practical aids for both the new and experienced teacher.

We hope that with this information the notebook will be useful, first, to administrators planning a French program or revising a worn-out one, second, to language department heads in refreshing curricula and materials, and above all, to the teacher of French, who must cope with both short- and long-range problems of the classroom.

We have tried to be practical in compiling this notebook. We hope that the lists of materials, texts, and programs of various kinds are short enough to encourage use, yet long enough to be representative and meaningful. By the very selections that we have made for these lists we have indulged in a de facto evaluation, a judgment based on our collective experience. This is the only evaluation we are attempting. A teacher can select a text only after trying it out, not by trusting our recommendation.

It is indicative of the times that we are obliged to defend the study of French, or any modern language, for that matter. Gone are the days when knowing French was considered as much a part of one's education as mathematics or history. That many primary and secondary schools have removed French from the list of required subjects is due in part to our failure to reach an unworthy goal, that is, that a foreign language should be taught primarily as a means of communication for the personal and commercial gain of the tourist or businessman. There are other goals that we as French teachers must strive to re-establish. The study of foreign languages, French in particular, is a liberating discipline that not only improves the student's listening and speaking proficiency but also frees him from his narrow national bonds, that makes him aware of the diversity of cultures, that sharpens his rational powers, and, above all, that makes him more aware of the fundamental importance of language, both his own and others.

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CURRICULA

I. Planning a Curriculum

A. Grade Levels

The planning of a French curriculum will vary, of course, according to the grade levels covered by a particular school.

1. K or grade 1 through grade 8 or 9, starting French in the early grades. Emphasis on pronunciation and on performance in French (games, songs, playlets), gradual development of grammar study, reading, writing, with little or no homework before grade 6.

2. K or grade 1 through grade 8 or 9, starting French in grade 6 or 7. Greater and more sustained concentration on understanding of grammatical elements, especially in grades 8 and 9. A higher standard of work is expected. Reading and writing develop more rapidly. There are regular homework assignments. Thoroughness of learning is very important here, since study habits and attitudes to learning are established at this age.

3. K or grade 1 through grade 12, starting French in the early grades. Here there can be greater flexibility in planning.

   a. Continuing course. Gradual development of technical skill (reading, writing, grammar study). Sustained emphasis on pronunciation and fluency in speaking.

   b. Beginning course

      (1) A course beginning in grade 6 or 7 (see 2, above)

      (2) A two- or three-year course in high school (grades 10, 11, 12). More rapid progress than in earlier years. Emphasis on growth of vocabulary, technical mastery, and facility in reading adequate to the demands of advanced courses.

   c. Advanced Placement courses. Seminar or other specialized courses aimed toward continued study in college. The content of such courses is specified by the colleges themselves.

4. Grade 6 or 7 through grade 12, teaching French throughout

   a. Continuing course. May be established for students entering at grade 6 or 7 who have had previous training in French. More often, a few such entrants are quickly absorbed into the classes beginning at this level.

b. Beginning course. See 3.b, above.

c. Advanced Placement courses. See 3.c, above.

5. Grades 9 or 10 through Grade 12

a. Continuing course. Provision should be made for students having earlier preparation in French. Thorough review of grammar, moving quickly toward more advanced matters (subjunctive, conditional, etc.) is recommended. Extended reading and writing in French. Consistent use of French in teaching and discussions.

b. Beginning course. See 3.b, above.

c. Advanced Placement courses. See 3.c, above.

B. Problems of Articulation

1. One of the thorniest problems confronting the curriculum planner is the devising of a system for adapting new students entering at various levels within the curriculum with different backgrounds (or none) in French. In the earlier grades, where there is less insistence on mastery of written grammar, the children adapt quickly. At the high school level, however, a two-track system is necessary: (1) a two- or three-year complete course in high school, and (2) courses continuing from earlier preparation and finishing in grade 11 or 12.

2. The previous preparation of students often varies so widely, not only in material learned but in the kinds of training in the use and understanding of spoken French, that the period of adjustment in secondary schools is long and difficult. For those students who seem to be marking time while others catch up, some sort of individualized work that permits them to reinforce and broaden their proficiency is helpful. Cassette tapes, computers, and carefully planned reading material are useful.

3. In grade 12, students from all courses are usually able to merge for advanced study.

4. Most schools have their own methods for determining the placement of new students--sometimes special tests and/or interviews.

C. General Considerations

In planning and evaluating a curriculum, there are a number of variables that must be taken into consideration. They are obvious to all, but are probably worth summarizing here.

1. The development of grammar study, both in approach and speed, varies enormously with the maturity of the student.

2. Consideration of the size and length of classes is important in comparing achievement in a given age group. For example, in grade 7, students who have three 30-minute periods usually will not compare with those who have five 40-minute classes. But if the shorter classes have fewer than ten students and the longer ones 20 to 25, the achievement may be much more closely comparable. Some teachers like to divide beginning classes into two separate sections to permit more individual help. A conference period or one unprepared class a week where students may ask questions greatly reinforces learning.

3. Following on the above comes the much-discussed problem of planning for the slower student. Schools having a large student body and two or more French teachers may be able to establish special classes with less ambitious requirements for the willing-but-less-able. Others may have to (or prefer to) include these students in the regular classes. It should be made clear to both fast and slow students that thorough understanding is far more important than speed in covering the material. Various kinds of individualized instruction are being developed to try to solve this problem. Some of these are discussed below, in the section "New Ideas in Teaching."

4. Terminology is tricky and misleading. "First Year" and "First Level," for instance, are not necessarily the same thing and vary considerably at different age levels. Always look for a definition of terms (and jargon!) in studying various programs.

D. Methods

The following definitions of the various methods are of necessity very general. In practice, there is much overlapping and modification of approach to method even by teachers who use specialized texts (direct or audio-lingual). Most text-makers try to offer a flexible instrument adaptable to the needs and skill of teacher and class. Here, then, are five common methods of teaching French.

1. Direct method. This is basically a method using only the target language in class instruction, teaching by demonstration and association, with no translation or explanation in English.

2. Audio-lingual method. Here initial learning is done through a listen-repeat-respond (dialogue) procedure after an introductory explanation of the text in English (A-L M). No reading is done until the basic question-response dialogues are well established.

3. Audio-visual method. This method uses a carefully related sequence of pictures accompanied by a recorded or spoken explanatory or narrative text (St. Cloud-Chilton). As in A-L M, no reading is done until the basic dialogues are established.

4. Traditional method. This approach uses word lists, rote learning of verb conjugations, and grammar study conducted almost exclusively in English. There is little or no emphasis on usage and pronunciation.

5. Eclectic method. This is a combination of methods, which may range from a slightly modified direct method (English used for grammar explanation and the translation of abstract words or phrases) to a procedure incorporating regular translation both in exercises and in reading.

E. Final Note

In curriculum planning, integration and progression of courses is most important. For instance, if in the lower grades material is not reinforced and successively expanded each year, not only is there little or no progress but the risk of alienating the student from the whole idea of language study is great.

II. Levels of Achievement Using Standard Textbooks

These levels can be defined only broadly, since each text varies in its details. Furthermore, as has already been indicated, the word "levels" may mean different things to different teachers.

To avoid useless repetition in connection with each text mentioned in the following section, "Sample Programs," it seems best to indicate here what material and techniques are learned upon completing most standard texts. Forewords and tables of contents in the books themselves give, of course, an exact idea of this.

Classes at the junior high school level, starting French at grade 7, usually cover from one half to two thirds of a first-year text, complete it in the second year (grade 8), and begin the second-year text or its equivalent. This second-year or "intermediate" text is completed in grade 9. Classes beginning French in grade 9 or 10 expect to complete a whole textbook in one year.

A. Text-Readers for the Early Grades (1 to 4 or 5) should teach

1. Ready response, with good pronunciation, to simple questions and directions

2. Basic vocabulary for colors, numbers, familiar objects, clothing, parts of the body, seasons, time, and weather

3. Basic verb forms--regular and aller, avoir, être, faire--in the present tense affirmative and negative

The work at this level is principally oral, but simple

exercises in reading and writing are usually begun in grade 4 or 5.

B. First-Year Texts (beginning grade 6 or 7 or above)

1. Vocabulary here varies in order of presentation but should include the practical "here and now," for example, the classroom, the home, town and country, numbers, colors, clothing, parts of the body, seasons, sports, time-telling, animals.

2. Pronouns

   a. Personal subject and object pronouns, y and en and their position in the sentence

   b. Possessive, demonstrative, and interrogative pronouns

3. Verbs

   a. The first, second, and third groups of regular verbs and some common irregular verbs such as aller, avoir, s'appeler, boire, commencer, courir, dire, dormir, écrire, être, faire, se lever, lire, manger, mettre, ouvrir, partir, pouvoir, prendre, savoir, sortir, venir, voir, vouloir

   b. Tenses: present, passé composé, future, and in direct-method texts the futur proche and the passé récent

   c. The imperative mood

   d. The order in interrogative and negative sentences

4. Adjectives

   a. Common qualifying, demonstrative, possessive, and interrogative adjectives

   b. The comparative and superlative forms of regular and of common irregular adjectives

5. Adverbs

   a. Regular adverbs and their formation

   b. Also bien, mal, vite, très, bientôt, tôt, and tard

Reading and writing are incorporated in the lessons almost from the start. The slow pace of the lower grades permits the emphasis on good pronunciation and phrasing in class. In high school grades, such aural-oral training is often

reinforced by laboratory work outside the classroom. Frequent tests and dictées are part of most programs.

C. Second-Year Texts

1. Vocabulary

   a. More abstract words and phrases

   b. Idiomatic usage

   c. Word "families"

2. Pronouns

   a. Review of personal y and en

   b. All relatives (with and without prepositions), sometimes including ce qui, ce que, ce dont

   c. Interrogative pronouns (with and without prepositions)

   d. Demonstrative pronouns, including celui-ci and celui-là and celui qui, celui que, etc.

3. Verbs

   a. All reflexives

   b. Active and passive voices

   c. Agreement of past participle

   d. All tenses of indicative, conditional present and past, the imperative (including its use with pronoun objects in the affirmative and negative), the present subjunctive, the uses of the present participle

   e. Tense after depuis, quand, lorsque, dès que, and aussitôt que

4. Adjectives and adverbs: comparison

5. Conjunctions: especially those where the French usage differs from the English (see Verbs, above)

Skill in reading for content and reporting on stories both orally and in writing is begun at this level. More and more simplified versions of novels and detective stories are being written for this purpose. Students who have completed or almost completed this level in grade 9 usually qualify for entrance into second-year French classes in preparatory schools, where they will undergo a review

and firming-up of their knowledge, preparing them for a more sophisticated third-year course.

D. Third-Year Texts

These texts concentrate on a review of all the basic techniques, emphasizing idiomatic usage, nuances of meaning, and word families.

"Civilization" is introduced into the texts through excerpts from well-known writings with historical and sociological notes. These are often a core presentation for further outside reading and research.

Besides a great emphasis on reading, both extensive and intensive, much writing is done in the forms of résumés and critiques on the reading as well as explications de texte, in order to develop fluency of expression and technical accuracy.

Students in this (and the fourth) level may be preparing for Advanced Placement standing, in which case their studies are almost entirely prescribed by the colleges.

E. Fourth-Year Texts

Most of these texts are devised for intensive review of the language in all its aspects. They reinforce the technical side of the work, which, at this level, becomes specialized. Many schools offer semester or trimester courses in literature, history, drama, conversation, etc., involving many other publications to which the textbook is a mere adjunct.

III. Sample Programs

The texts listed below were chosen on the basis of frequency of use among NAIS member schools. To that degree only is the choice a recommendation or evaluation. The newer texts are geared to direct or eclectic methods. The latter, containing translation exercises, may be used by those few teachers who still adhere to the traditional approach.

Elementary Grades

K or Grade 1 through Grade 6

Method: Direct

Texts and materials	Reading	Testing
Bonjour, Raymond and Bourcier (Allyn and Bacon)	In texts	Informal oral tests at first.

Texts and materials	Reading	Testing
or Je lis, tu lis, I + II, Marie-Anne Hameau (Hachette) or Tavor Aids (Teachers Audials and Visuals, Inc.) or FLES materials (Modern Language Association Materials Center) Games, songs, puppet theater		Simple written questions and dictées as writing skill develops.

Grades 7 through 9

(At this level the questions of "tracks" may arise. The following texts may be used both with classes beginning French or with those having had previous instruction. Speed of progress will depend on the amount of previous training. If an audio-lingual or audio-visual method is used here, any previously learned reading skill will be set aside.)

Method: Eclectic

Texts and materials	Reading	Testing
Cours préparatoire de français, 1er et 2è cycle, Dale and Dale (Heath); tapes included	Premieres lectures culturelles (Heath) Otto F. Bond series (Heath)	Included in texts

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or

Method: Direct

Le Français par la méthode directe, I + II, Robin and Bergeaud (Hachette) or Cours de langue et de civilisation françaises, I + II, Mauger (Hachette) or	Textes en français facile (Hachette): Aladin and others Didier series--elementary (Rand McNally)	Editions of former NAIS exams, elementary and intermediate levels

Texts and materials	Reading	Testing
Jeunes voix, jeunes visages, and Fenêtres sur la France, Lenard (Harper and Row)		

---

or

Method: Audio-Visual
Audio-Lingual

A-V	Voix et visages de la France, Level I (Rand McNally)	These are complete courses providing tapes, slides, reading material (second stage), and testing. The entire series provides total preparation up to the point of independent work in literature and history.
A-L	A-L M French, Thompson (Harcourt Brace Jovanovich)	

Secondary Schools

Two tracks are indicated here:

A. Continuing--this indicates programs for those who have had earlier training in French.

B. Beginning--programs for those with no previous instruction.

Audio-lingual and audio-visual programs are omitted, since they offer a fixed and complete course to follow.

A. Continuing

Grades 9 and 10

Method: Eclectic

Texts and materials	Reading	Testing
Basic Conversational French, Intermediate, Harris and Levêque (Holt)	Basic French Reader, Harris and Levêque (Holt)	Tests are included in the texts and in the AMSCO workbooks.
or	or	
French II, O'Brien, Brachfield LaFrance, and Churchill (Ginn)	Chez les Français, Rollet Kenan (Harcourt Brace Jovanovich)	
or		
Vous et moi, I + II, Remunda Cadoux (Macmillan)	Otto F. Bond series (Heath)	

Texts and materials	Reading	Testing
French, Heise and Muller (Dodd, Mead) Workbooks: AMSCO I-III, Blume (AMSCO School Publications, Inc.)		

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or

Method: Direct

Le Français par la méthode directe, II, Robin and Bergeaud (Hachette)	La Cantatrice chauve, Ionesco (French and European Publications)	MLA tests
or Cours de langue et de civilisation françaises, II, Mauger (Hachette)	Vol de nuit, St. Exupéry (Harper and Row)	
	For the mature and able:	
or Parole et pensée, Lenard (Harper and Row)	L'Etranger, Camus (Appleton-Century-Crofts)	
or En France, Brunsvick and Genestier, (Rand McNally)	Le Petit Prince, St. Exupéry (Houghton Mifflin)	

B. Beginning

Grades 9 and 10

Method: Eclectic

Texts and materials	Reading	Testing
Basic Conversational French, Harris and Levêque (Holt)	Contes pour les débutants and/or Arsène Lupin, Campbell and Bauer (Houghton Mifflin)	Tests in texts
or French I + II, O'Brien, LaFrance, et al. (Ginn)	Contes variés, Humbert (Odyssey Press)	
or First Year French, O'Brien and LaFrance (Ginn)	Otto F. Bond series (Heath)	

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or

Method: Direct

Texts and materials	Reading	Testing
Cours de langue et de civilisation françaises, I, Mauger (Hachette)	Textes en français facile (Hachette)	MLA elementary exams
or	Didier series--grades 9 and 10 (Rand McNally)	NAIS elementary and intermediate exams
Le Français: Commençons, première étape, Okin and Schmitt (McGraw-Hill)		

Grades 11 and 12

(At this level courses and methods merge. Even those students who have begun their language study late may be included in literature and history courses or certain specialized courses, all conducted largely or entirely in French.)

For students who began French in grade 9 or 10

Method: Eclectic

Texts and materials	Reading	Testing
French III, O'Brien, LaFrance, et al. (Ginn)	Literary selections (see LAROUSSE listing)	In texts
or	Many publishers offer anthologies at this level	Advanced AMSCO workbooks
Practical French Review, Barton and Sirich (Appleton-Century-Crofts)		
or		
French for Oral and Written Review, Carlut and Maiden (Holt)		
or		
France: A Cultural Review Grammar, Valette and Valette (Harcourt Brace Jovanovich)		

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or

Method: Direct

Texts and materials	Reading	Testing
Civilisation française contemporaine, Paoletti (Hatier) or Précis de grammaire, Langellier (Holt) or L'Essentiel de la grammaire française, Hoffman (Scribner's) or Composition Review, Sonet and Shortliffe (Harcourt Brace Jovanovich)	Livres de Poche Les Français, Wylie Le Français: Lire, parler et écrire, Bauer et al. (Holt)	MLA intermediate

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For advanced students

Review texts (handbooks for reference)

L'Echelle: Structures essentielles du français, Politzer, Hagiwara, and Carduner (Ginn)

Grammaire française, méthode orale, Bullock (Appleton-Century-Crofts)

Précis de grammaire française, Grevisse (available at Larousse)

Reading: Larousse offers complete and varied listings of classical and modern works on general subjects.

Courses

Advanced Placement: Program and requirements determined by the College Entrance Examination Board

General: In lieu of A.P. several schools have established

a. Seminar-like courses, permitting students to carry on (with teacher consultation and guidance) a research project in French following the students' interests (e.g., music, science, art, history, political science).

b. A variety of elective semester courses including literature or history of a particular period or subject, drama, conversation, writing, etc.

Another addition to the language program is the semester or year abroad. For information, see "Foreign Study and Travel," under the section on "Teachers' Aids," below.

MATERIALS

I. Textbooks

French texts are too numerous and too varied in their approach for this committee to recommend any as the "best" or "only." We give, therefore, a token list of those that are currently popular, all of which some of us have used. Our advice to the new teacher is to see what others are using, to order examination copies, and, after careful examination, to use them or reject them. The success of the program is determined by the teacher, not the text.

Texts marked with an asterisk (*) are written as the title of the first volume of a series of two-, three-, or four-year programs intended for use in junior high school or above.

A. More or less DIRECT METHOD

Bauer et al., Le Français: Lire, parler et ecrire (Holt)

Benamou and Ionesco, Mise en train: Première année de français (Macmillan). For high school or fast classes.

* Capelle and Capelle, La France en direct, 4 vols. (Ginn). Four- to six-year sequence; A-V materials.

* De Sauzé et al., Nouveau cours pratique de français (Holt). Tapes.

* Lenard, Jeunes voix, jeunes visages, 2 vols. (Harper and Row). Tapes and tests.

Lenard, Parole et pensée: Introduction au français d'aujourd'hui, 2d ed. (Harper and Row). More suitable for high school.

* Méthode Brunsvick-Ginestier--Vers la France, etc., 4 vols. (Rand McNally)

* Mauger, Cours de langue et de civilisation françaises, 4 vols. (Hachette)

* Mauger and Bruezière, Le Français et la vie, 2 vols. (Hachette). A-V materials; excellent books requiring great skill on the part of the teacher.

Paoletti, Civilisation française contemporaine (Hatier)

* Robin and Bergeaud, Le Français par la méthode directe, 2 vols. (Hachette). Old but excellent.

Valdman, Belasco, and Steiner, Sons et sens, 2 vols. (Scott, Foresman). A-V materials.

B. Audio-Lingual or dialogue approach

* A-L M French, 2d ed. (Harcourt Brace Jovanovich). Four levels; A-V materials.

* Côté, Levy, and O'Connor, Ecouter et parler, 4 vols. (Holt). A-V materials.

* Dale and Dale, Cours préparatoire de français, 2 vols. (Heath)

Harris and Levêque, Basic Conversational French, 2 vols. (Holt)

* Helstrom and Mutz, Le Français à découvrir (formerly Learning French the Modern Way), 2 vols. (Webster/McGraw-Hill)

* O'Brien, LaFrance, et al., French I + II, 4 vols. (Ginn)

* Okin and Schmitt, Le Français: Commençons, 4 vols. (Ginn)

C. More or less TRADITIONAL

* Cadoux, Vous et moi, 2 vols. (Macmillan)

Dale and Dale, Cours élémentaire de français, 3 vols. (Heath)

* Etmekjian et al., Speaking French (Allyn and Bacon). Good for slow junior high school classes.

Etmekjian et al., Le Français courant, 2 vols. (Allyn and Bacon). Tapes.

O'Brien and LaFrance, First Year French, 2 vols. (Ginn)

D. Audio-Visual (films or filmstrips)

Bonjour Line (Rand McNally)

En France comme si vous y étiez (Hachette)

Voix et images, Didier (Rand McNally)

Je parle français (Encyclopaedia Britannica Educational Corp.). Four-year series.

E. For Primary Grades

FLES materials (Modern Language Association Materials Center)

Hameau, Je lis, tu lis, 3 vols. (Hachette)

Mauger and Gougenheim, Le Français élémentaire (Hachette)

* Raymond and Bourcier, Bonjour, 3 vols. (Allyn and Bacon)

F. Review Grammars

Barton and Sirich, Practical French Review (Appleton-Century-Crofts)

Bullock, Grammaire française, méthode orale (Appleton-Century-Crofts)

Grevisse, Précis de grammaire française (available at Larousse)

Hoffman, L'Essentiel de la grammaire française (Scribner's)

Langellier, Précis de grammaire (Holt)

Politzer, Hagiwara, and Carduner, L'Echelle: Structures essentielles du français (Ginn)

Starr and Pellegrino, Spoken French and Grammar Review (American Book Co.)

G. Readers

Textes en français facile (Hachette). A collection of short graded stories; very useful.

Lire et savoir, Didier. A collection of edited readers, with limited vocabulary, basied on Le Français fondamental.

Bauer, La France actuelle (Houghton Mifflin)

Bond, Otto F., series of graded readers (Heath)

Campbell-Bauer, Programmed French Readers (Houghton Mifflin)

Denoeu, Sommets littéraires français (Heath)

Harris and Levêque, Basic French Reader (Holt)

Kaplan, Les Aventures du petit Nicolas (Macmillan)

Milligan, Beginning Readings in French (Macmillan)

Pimsleur, C'est la vie (Harcourt Brace)

Valette, Lisons (Webster/McGraw-Hill)

II. Realia (all the nonverbal aids to teaching: slides, filmstrips, tapes, records, pictures, flash cards, etc.)

FACSEA (Society for French-American Cultural Services and Educational Aids), 972 Fifth Ave., New York, N.Y. 10021

Continental Book Co., Inc., 42-73 Main Street, Flushing, N.Y. 11355. Also posters.

Gessler Publishing Co., Inc., 131 East 23 St., New York, N.Y. 10010. Also maps, flags, games, etc.

Goldsmith Music Shop, Inc., A-V and Language Dept., 301 E. Shore Rd., Great Neck, N.Y. 11023

National Information Bureau, AATF Headquarters, 59 E. Armory Ave., Champaign, Ill. 61820. Also postcards, maps, medals, etc. Members only.

III. Audio-Visual Materials

In recent years audio-visual materials have increased in number, variety, and efficiency, offering great possibilities for more effective instruction in foreign languages. Added to such old stand-bys as still photographs are slides and filmstrips, loops, tape recorders (both cassette and 8-track cartridges), motion pictures (16mm and the newer Super-8), television recordings, computers, and various multi-media combinations of the above.

The aim of this section is to list and describe briefly some of the aids available and to give the minimal amount of practical information that a teacher might need to get started. More complete data can be obtained from the books and periodicals listed below or from the audio-visual departments of colleges (especially state colleges) and state boards of education. The prices of equipment mentioned are given only as a relative idea of cost. We cannot vouch for their accuracy. For addresses not given in what follows, consult the section entitled "A List of Addresses," below.

A. The Overhead Projector

The overhead projector is an apparatus that projects pictures, printed and written materials, etc., from a transparent acetate or polyester sheet onto a screen or wall. This machine can be used in a normally lighted room while facing the audience, with the screen behind the speaker. The "transparencies" can be hand-drawn, typewritten, or machine-made (done in seconds by a copying machine from any original having a graphite base). With practice, a teacher can develop considerable skill in manipulating the various aspects of this machine. Materials for the overhead projector are as follows.

1. Projectors ($150-$560)

   Apollo (American Optical Co.); Bell and Howell; Beseler Century Model; Honeywell Elmo; 3M Model 66; Visucom (Tecnifax)

2. Copying machines ($380 new - $200 rebuilt)

Masterfax (Ditto Co.); Master Transparency Maker (A. B. Dick); Secretary (3M)

3. Starter kits

AVCOM Starter Kit (about $40); Diazochrom Kits (Tecnifax); Graphics Kit (Keuffel and Esser)

4. Acetate sheets

Clear or colored, in boxes of 50, 100, or 1,000, from 7¢ to 28¢ per sheet. Also in rolls of 15, 50, or 100 feet. Try both, although sheets seem more practical for reuse.

5. Writing instruments

a. Water-based: Sanford "Vis-a-vis"; Colemaster; Eagle Projector Pencil

b. Permanent: Sanford Sharpie; El Marco; Colemaster; 3M

6. Professionally prepared transparencies (by Tecnifax)

a. Visubook No. 71003-001, 2 vols., containing 50 transparencies for use in any language; $75

b. Visubook No. 71004-001, 2 vols., containing Grammaire vivante; $90

B. The Opaque Projector

An opaque projector projects in color onto a screen or wall any picture or written or printed material placed in the machine. Single sheets or open books can be used. The room must be dark, however, and the machine is heavy. An interesting use of this projector is making an enlargement of a design projected by the machine onto a sheet of paper tacked to the wall. The outline of the projection can then be traced.

1. Projectors ($175-$400)

Apollo (American Optical Co.); Buhl Mark IV; Beseler; Opascope (Alesco)

C. Slides and Filmstrips

It is possible to make very good color slides or filmstrips from pictures in magazines or books or from actual objects with the Kodak Ektagraphic Visualmaker, Model 2 (about $120). A machine that duplicates slides and filmstrips is the Honeywell Repronar Model 805 ($450).

Slides and filmstrips can be combined with a sound track for group and

individualized instruction. Some projectors can be attached to tape or cassette players, and together with a time or electronic cuing device make possible a fully automatic demonstration involving pictures and sound.

1. Projectors

   a. Coxco Communicator, Sound Slide Model SP120 with SK 101 Conversion Kit

   b. Bell and Howell; the machine synchronizes tapes and filmstrips

   There is a plethora of projectors on the market. Some prominent companies are Bell and Howell, Beseler, Bolex, Dukane, Kodak, and 3M.

2. Handmade strips and slides. A kit for drawing both is sold by Scholastic for $12

3. Multi-Media Kits (containing strips or slides)

   a. EMC Corp., series of four levels

   b. Encyclopaedia Britannica Education Corp.

   c. McGraw-Hill Book Co.

   d. Rand McNally (in cooperation with the Center for Curriculum Development)

   e. Haeseler Productions, series on Paris and France

D. Cassette Players-Recorders

Because of its small size and the fact that it requires no threading of tapes, the portable cassette recorder is ideally suited for individual work (see the section on "New Ideas in Teaching," below). It is relatively inexpensive, costing $40 on the average. Two "extras" worth buying are operated by battery as well as electric current and fast-forward and rewind buttons. Several of the recorder-players that are available are the Bell and Howell model, Coxco Sound/Slide Model SP120, Norelco 1420 Carrycorder, and Wollensak/3M (expensive).

Combined with an accessory known as a "Respondex" ($75), such a player-recorder can be used as a "teaching machine," since the student's answer can be recorded on a card. Cassettes based on various standard textbooks are available from AVID Corp., 10 Tripps Lane, East Providence, R.I. 02914.

There are machines that can make quickly dozens or hundreds of copies of cassettes or reel tapes from an original. Such machines are very

expensive, so two or more schools might join in the purchase of one to defray costs. Wollensak/3M and Telex both offer cassette-duplication systems.

E. Language Laboratories

1. Permanent laboratories. A room (or part of one) with or without a master console for the teacher and with permanent booths for listening. Some suppliers are:

   a. Audio Teaching Center, 137 Hamilton St., New Haven, Conn. 06511

   b. Hamilton Electronic Laboratories, 2726 W. Pratt Ave., Chicago, Ill. 60645

   c. Radio Corporation of America, Front and Cooper Sts., Camden, N.J. 08102

   d. Westinghouse Electric Corp., P.O. Box J, Sea Cliff, N.Y. 11579

2. Temporary laboratories. The "inductive loop system," also known as a portable group-listening station, with a ceiling cable forming a loop connected to a phonograph, tape, or cassette player; students receive the program through wireless headphones; inexpensive and easy to install almost anywhere. Some suppliers are:

   a. American Library and Education Services, Inc.

   b. Newcomb Audio Products Co.

   c. T. M. Visual Industries, Inc.

F. Motion Pictures--Commercial

There are two kinds of commercial films for use in teaching French: those specially prepared for use in French classes (5-15 min.), and regular full-length films produced in France.

1. Distributors of classroom films. Coronet Films; Encyclopaedia Britannica Education Corp. (Je Parle Français); FACSEA (Civilisation); Heath-De Rochemont (Parlons Français); McGraw-Hill (Chroniques de France); Scholastic Magazines (Toute la Bande)

2. Distributors of full-length films. Audio Brandon Films, Inc.; Contemporary Films; International Film Bureau; Swenk Motion Pictures, Inc.; Trans-World Films, Inc.; Twyman Films, Inc.; United World Films, Inc.; Films, Inc.

The impact of motion pictures is greater when there has been advance preparation, that is, study, or explanation by the teacher, of the film to be shown. There is a magazine that publishes the scenarios of popular films: Avant-Scène Cinéma, 3, rue St. André-des-Arts, Paris, 75006. The vocabulary of films, taught to the class, facilitates discussion and the writing of reviews. Sometimes a teacher can make arrangements with a local movie house to show particular films, or several schools in a district can combine forces to show movies in the school best equipped for projection.

G. Motion Pictures--Classroom-Made

The educational value of class-made films is debatable in light of the time, expense, and skill required. If carefully planned, however, film-making can be an exciting and rewarding activity. There are two basic procedures:

1. Using a regular motion picture camera ($200). Some models are the Bolex 16mm or Super-8, Kodak-XL for "existing light," and Bell and Howell. There are many projectors available from the same manufacturers, and others ($100-$1,600).

2. Using video-tape. Requires a television camera and a monitor set (which can be a regular TV set with a $50 adapter). Simplicity of operation, use of normal light sources, immediate playback, with no need for processing, and reusable tape are this method's advantages. The camera should cost under $1,000 and tapes about $40 for one hour of playing.

H. Storage Equipment (tables, closets, carts, etc.)

Advance Products Co., Inc., P.O. Box 2178, Wichita, Kan. 67201

Howe Folding Furniture, Inc., 360 Lexington Ave., New York, N.Y. 10017

Jack C. Coffey Co., Waukegan, Ill. 60085

Neumade Products Corp., Box 568, White Plains Rd., Scarsdale, N.Y. 10583

Wilson, 555 W. Taft Drive, South Holland, Ill. 60473

I. Audio-Visual Literature

1. Periodicals

Audiovisual Instruction, Department of Audiovisual Instruction, National Education Association, 1201-16th St., N.W., Washington, D.C. 20036

Educational Technology, Educational News Service, P.O. Box 508, Saddle Brook, N.J. 07663

The Educational Technology Newsletter, Bureau of Instructional Technology, New Jersey Department of Education, Director of Field Services, 255 W. State St., Trenton, N.J. 08625

2. Books

Brown, Lewis, and Harcleroad, Audio-Visual Instruction: Media and Methods (McGraw-Hill)

Eboch, Sidney C., Operating Audio-Visual Materials (Chandler)

Kemp, Jerrold E., Planning and Producing Audiovisual Materials (Chandler)

Landers, Bertha, Landers Film Review (B. Landers, 4930 Coliseum St., Los Angeles, Calif. 90009

Lowndes, Douglas, Film-Making in the Schools (Watson)

Morlan, John E., Preparation of Inexpensive Teaching Materials (Chandler)

National Audio-Visual Association, Audio-Visual Equipment Directory (NAVA, 3150 Spring St., Fairfax, Va. 22030)

Rufsvold and Guss, Guide to Newer Media (American Library Association, 50 E. Huron St., Chicago, Ill. 60611)

IV. Basic Student Classroom Library

The following books are suggested for a basic collection to be kept in the appropriate classrooms or in the French department proper. It is to be used by the students as reference, reading, and supplementary material. This list can also be used as a guide for the French section of the school library.

A. Grades 2 and 3

1. Dictionaries

Le Nouvel Imagier du Père Castor (Flammarion). 512 pictures on cards with name of object on other side.

Mon dictionnaire français-anglais en couleurs (Larousse)

Mon dictionnaire en images (Larousse). 1,000 words.

2. History

Chaulanges, M. and S., Premières images de France, cours élémentaire (French Book Corporation of America)

Chaulanges, M. and S., Images et récits d'histoire de France (French Book Corporation of America)

3. Readers

Albums du Père Castor (Hachette). Series; many titles available.

Babar (Hachette). Series; many titles available.

Grée, Alain and Gérard, Collection Cadet-Rama (Casterman): Le Livre-jeux des métiers, Le Livre-jeux de la ferme, Le Livre-jeux de la maison, Le Livre-jeux de la forêt, Le Livre-jeux de la montagne, Le Livre-jeux du voyage. Picture games to use alone or with a companion.

Grée, Alain and Gérard, Collection Cadet-Rama (Casterman): Les Farfeluches à la maison, Les Farfeluches à l'école, Les Farfeluches au marché, Les Farfeluches au cirque, Les Farfeluches au bord de la mer. To teach vocabulary through a brief and amusing story line.

Rondes et chansons de l'Age d'Or, I + II (Casterman). A French record and a French book in each of two volumes.

B. Grades 4, 5, and 6

1. Dictionaries and encyclopedias

Dictionnaire des débutants (Didier)

Dictionnaire en images (Hachette)

Encyclopédie Larousse des enfants (Larousse)

Walpole, E., Mon grand dictionnaire, Un Grand Livre d'Or (French Book Corporation of America). Completely in French; 2,000 words.

Walpole, E., Mon grand dictionnaire français-anglais (French Book Corporation of America). 2,000 words

with English equivalent, showing how word is used in a French sentence.

2. History

Ageorges and Anscombre, Images et récits d'histoire (Hachette). From prehistoric era to World War II; illustrated texts, questions, summaries; set of wall charts available.

Bonifacio, A., and L. Mérieult, Histoire de France, cours élémentaire (Hachette)

3. Readers

Collection de la Comtesse de Ségur (French Book Corporation of America):
Mémoires d'un âne
Un bon petit diable
François le bossu
Les Malheurs de Sophie
La Soeur de Gribouille
Après la pluie le beau temps
Jean qui grogne et Jean qui rit
(other titles available)

Collection Etoile (French Book Corporation of America):
La Chèvre de Monsieur Seguin
Les Malices de Renart
Nouvelles malices de Renart
Le Président sur la lune
Ulysse et le Cyclope

RCA-Hatier (French Book Corporation of America)--book-records stories in French:
La Petite Sirène
Gulliver à Lilliput
Le Chat botté
Cendrillon
Riquet à la houppe
Peau d'âne
Blanche-Neige

"Textes en Français Facile" series (French Book Corporation of America):
Aspel, Les Comptines de Colette
Beaumont, Aladin et la lampe merveilleuse
Beaumont, Le Roman de Renard
Lichet, Sidonie Cigale
Lichet, La Souris des villes et la souris des champs
Milou, Mon ami Chocolat
Verne, Le Tour du monde en 80 jours

C. Grades 7, 8, and 9

1. Dictionaries and encyclopedias

Encyclopédie Larousse pour la jeunesse, 5 vols. (Larousse). Reference tool for students of junior and senior high school age.

Larousse de poche (Larousse). French/English--English/French with essentials of French grammar.

Mon premier Larousse en couleurs (Larousse). 4,000 words with examples.

2. History

Bonifacio, A., and P. Maréchal, Histoire de France, cours moyen (Hachette)

Chaulanges, M. and S., Histoire de France, cours moyen (Hachette)

3. Readers

De Goscinny, Collection Astérix (French Book Corporation of America). 18 titles available.

Les Aventures de Tintin (French Book Corporation of America). 24 titles available.

Légendes et Contes de Tous les Pays (French Book Corporation of America). 13 titles available.

"Textes en Français Facile" series (French Book Corporation of New York):
Dumas, Au service du roi)
Dumas, Au service de la reine) Les Trois Mousquetaires
Hugo, Cosette
Hugo, Fantine
Hugo, Gavroche
Malot, Sans famille
Mauger, Contes et récits

D. Grades 10, 11, and 12

1. Dictionaries and encyclopedias

Encyclopédie générale Larousse, 3 vols. (Larousse)
I. Géographie, histoire, grammaire, littérature, philosophie
II. Mathématiques, astronomie, physique, chimie, sciences naturelles
III. Industries et techniques, beaux arts, musique, mythologie, religions, etc.

Larousse Modern French-English Dictionary (Larousse)

Nouveau petit Larousse (Larousse)

Nouveau Larousse (Larousse). French/English--English/French.

Robert, Paul, Dictionnaire alphabétique et analogique de la langue française (Le Petit Robert) (Société du Nouveau Littré)

2. History and civilization

Bonifacio, A., and P. Maréchal, Histoire, classe de 4è et classe de 3è (Hachette)

Collection Caravelle (French Book Corporation of America)
Bâtisseurs de cathédrales au Moyen-Age
Charlemagne
Les Croisades
Jeanne d'Arc
La Révolution française

Collection Contes et Légendes des Provinces de France (Fernand Nathan). 20 titles available.

Michaud, Guy, Guide France: manuel de civilisation française (Hachette)

Pellerin, Colette, et al., Les Grandes Etapes de la civilisation française (Bordas)

3. Readers

Collection Français Universel (French Book Corporation of America)
About, L'Homme à l'oreille cassée
Ali-Baba
Balzac, Eugénie Grandet
Dumas, Le Comte de Monte-Cristo
Dumas, La Tulipe noire
Flaubert, Salammbo
Gautier, Le Roman de la momie
Gautier, Le Capitaine Fracasse
Hugo, Notre-Dame de Paris
Hugo, Quatre-vingt-treize, un prince breton
Lamartine, Graziella
Le Sage, Gil Blas de Santillane
Mérimée, Carmen
Mérimée, Colomba
Sand, La Petite Fadette
Stendhal, Le Rouge et le noir
Sue, Les Mystères de Paris
Voltaire, Candide

Collection Ideal Bibliothèque (French Book Corporation of America). Classic and modern French authors, plus mystery series by Enid Blyton; illustrated.

Collection Rouge et Or (French Book Corporation of America). Classic masterpieces and modern works; hardcover; 35 titles available.

"Textes en Français Facile" series (French Book Corporation of America)
Bard, Joyce et les Nouveaux Mousquetaires
Bard, Pour lire, pour rire
Beaumont, Molière: la vie et l'oeuvre
Bouton, L'Automobile
Davoust, Une Famille bien française
Fiot, La Chartreuse de Parme
Fiot, Le Français par les mots croisés
Lichet, J. J. Rousseau: la vie et l'oeuvre
Lichet, Lire Camus
Lichet, Victor Hugo: la vie et l'oeuvre
Malzac, Enquêtes et aventures
Malzac, Exploits sportifs
Mauger, Contes et récits
Mérimée, Colomba
Quenelle, Quartier latin
Quenelle, Radio, cinéma, télévision
Rabelais, Gargantua
Tauvel, Cinq contes de Maupassant
Verne, Michel Strogoff
Voltaire, Candide

E. Periodicals for Beginner, Intermediate, and Advanced Levels

1. Beginner

Bonjour. Scholastic Magazines, Inc., New Jersey; 9 monthly issues; 3-record set available.

Feu Vert. Xerox Education Publications, Columbus, Ohio; 8 monthly issues; companion record.

2. Intermediate

Ça Va. Scholastic Magazines, Inc., New Jersey; 9 monthly issues.

Quoi de Neuf? Xerox Education Publications, Columbus, Ohio; 8 monthly issues; companion record with every other issue.

3. Advanced

Chez Nous. Scholastic Magazines, Inc., New Jersey; 9 monthly issues.

La Vie. Scholastic Magazines, Inc., New Jersey; 8 monthly issues.

Passe-Partout. Xerox Education Publications, Columbus, Ohio; 8 monthly issues.

TESTING

I. Standard Proficiency Tests

A. National Association of Independent Schools--year-end exams at two levels. These annual tests were discontinued as of 1973, but former tests are available as follows:

1. Tests for 1964-1969 plus 1970 supplement, in bound form, from Educators Publishing Service, 75 Moulton St., Cambridge, Mass. 02138

2. Tests for 1969-1973, from NAIS, 4 Liberty Square, Boston, Mass. 02109

B. Modern Language Association--Cooperative Foreign Language Tests, two levels, available from Educational Testing Service, Princeton, N.J. 08540

C. College Entrance Examination Board--tests, available from Educational Testing Service, Princeton, N.J. 08540; see also Biezmunski and Brisund, CEEB Achievement Tests: French (ARC Books, Inc.)

D. California Test Bureau--Common Concepts Language Test, based on pictures and usable for several levels, available from CTB, Monterey, California

E. London Board of Education--London French Listening Comprehension Test, grade 9, and London French Reading Comprehension Test, grade 9 (good for placement), both available from Measurement and Evaluation Services, London Board of Education, London, Ontario, Canada

II. Standard Aptitude Tests

A. Carrol-Sapon Modern Language Aptitude Test--available from Psychological Corp., 304 E. 45 St., New York, N.Y. 10017

B. Pimsleur Modern Language Aptitude Tests--available from Harcourt Brace Jovanovich, 757 Third Ave., New York, N.Y. 10017

III. Teacher-Made Tests

Allen and Valette, Modern Language Classroom Techniques (Harcourt Brace)

Green, Teacher-Made Tests (Harper and Row)

A Handbook of Testing for Classroom Teachers of French (Modern Language Association)

Lado, Language Testing (Longmans)

Lado, Language Testing (McGraw-Hill)

Sanders, Classroom Questions--What Kinds? (McGraw-Hill)

Valette, Modern Language Testing (Harcourt Brace)

TEACHERS' AIDS

I. How to Organize Workshops

The main ingredient of a successful workshop is a willing and dynamic individual who is capable of planning the entire thing from beginning to end. It is also necessary to find colleagues who are themselves willing to give their time and to contribute their enthusiasm to the project.

A. Types of Workshops

1. Meeting type--half day or evening
2. Local workshop--one full day or one weekend
3. Summer workshop--one, two, or three weeks

B. Aims of Workshops (general to all)

To share experience and procedure on how to communicate values and culture to students, and how to attempt to modify behavior.

C. Topics for Workshops

1. A local concern, or
2. Problems common to one school, one group of schools, or one region

Once this choice has been made, it can be narrowed down further to one pressing issue, one area of concern; or it can be without a general topic, to identify common interests or problems; or simply to exchange ideas. The last two possibilities seem better suited to a meeting type of workshop.

D. Dates for Holding Workshops

This is a very difficult step, since the date should be carefully chosen so as not to conflict with other meetings or workshops. The calendars of schools and professional organizations should be checked thoroughly.

E. Contacts

If a speaker, or speakers, are desired, they should be asked well

ahead of time, six months to a year in advance, if possible. If discussion leaders are preferred, they should be chosen and written to promptly after the date has been selected.

F. Preparations

If the workshop is to be informal and free, attractive ditto sheets can be sent to schools in the area and to as many individuals as possible. If a more formal type of workshop is desired and if a registration fee is to be charged, pamphlets can be a little more elaborately conceived. Lists of department chairmen and members of professional organizations of teachers are readily available in journals or libraries.

In the case of formal workshops, a close estimate of registration fees should be made to cover clerical, mailing, and supplies expenses, as well as speakers' fees, if any.

If a meal or meals are involved, a caterer should be contacted, with the idea of keeping costs down. Buffet meals are usually cheaper than sit-down dinners and lend themselves to more mixed-seating arrangements.

The registration fee and the cost of the meal should be set and printed clearly on the pamphlets in a special section that can be detached and mailed back by an established deadline date.

G. Room Arrangements

It is essential to make all possible estimates of the number of rooms needed for the workshop, as well as of the number of chairs, necessary equipment (audio-visual, etc.). This can usually be done accurately only when a certain number of registrations have come in.

H. Post-Workshop Reports

Reports on the workshop in general, with special section reports if it is the case, are very helpful for those who attended as well as for the people who could not participate. The cost of such reports should be estimated along with clerical expenses and be covered by the registration fee.

In conclusion, it can be said that with a little imagination and a lot of good will on the part of many people, successful workshops can be and have been organized to the satisfaction and benefit of the participants.

II. A Teacher's Basic Library

Following is a suggested guide list for a small departmental library or for the French section of the school library.

A. Recommended Reading for All Language Teachers

Brooks, Nelson, Language and Language Learning (Harcourt Brace)

Chastain, Kenneth, The Development of Modern Language Skills: Theory to Practice (Center for Curriculum Development/Rand McNally)

B. Highly Recommended

Lange, Dale, ed., Britannica Review of Foreign Language Education, I-V (National Textbook Co.)

C. Dictionaries

Bloch, Oscar, and Von Wartburg, Dictionnaire étymologique de la langue française (Presses Universitaires de France)

Littré, Emile, Dictionnaire de la langue française (Petit Littré, 1 vol.) (French Book Corporation of America)

Larousse des débutants (Larousse). A good dictionary for intermediate classes.

Mansion, J. E., ed., French and English Dictionary (Heath)

Petit Larousse (Larousse)

Robert, Paul, Dictionnaire alphabétique et analogique de la langue française (Le Petit Robert) (Société du Nouveau Littré)

Rostand, Claude, Dictionnaire de la musique contemporaine (Larousse)

Rousseau, Jean, Dictionnaire de musique (Johnson Reprint, subsidiary of Harcourt Brace)

D. References, Anthologies, Handbooks

Allen and Valette, Modern Language Classroom Techniques (Harcourt Brace)

Beal, French Language Drills (St. Martin's Press)

Bogaert and Passeron, Lettres françaises, 3 vols. (French Book Corporation of America)

Boujou, Paul, Atlas historique de la France contemporaine (Armand Collin)

Castex and Surer, Manuel des études littéraires françaises, 6 vols. (Hachette)

Chastel, André, Art de France, I (Wittenborn)

Deblay, A., Histoire anecdotique du costume en France (Armand Collin)

Duby and Maudron, Histoire de la civilisations française, 2 vols. (Armand Collin)

Dufau and d'Alelio, Découverte du poème (Harcourt Brace)

Duhamel, G., Civilisation française (Hachette)

Elaine, Gimicks I + II (Flammarion)

Filloux, H., Géographie pittoresque et monumentale de la France (Les Editions de l'Ecole)

Le Français fondamental (Didier; Rand McNally)

Grévisse, M., Le Bon Usage (Editions J. Duculot)

Grubbs and Kneller, Introduction à la poésie française (Ginn; Blaisdell)

Gutwirth et al., Sources et reflets de l'histoire de France (Oxford University Press)

Helgesen, Anne, La Littérature contemporaine (Barnes and Noble)

Hourticq, L., Histoire générale de l'art en France (Hachette)

Lagarde, A., and Michard, Les Grands Auteurs français, 6 vols. (Bordas)

Léon, Exercices systématiques de prononciation française, 2 vols. (Hachette)

Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12 (Modern Language Association Publications Center)

Redfern, James, A Glossary of French Literary Expressions (Harcourt Brace)

Richardson and Fletcher, Histoires illustrées (St. Martin's Press)

Segogne, H., Les Curiosités touristiques de la France (Kleber-Colombes)

Viatte, A., La Francophonie (Larousse)

Vlogerg, M., Les Fêtes de France: coutumes religieuses et populaires (B. Arthaud)

III. Professional Organizations

American Association of Teachers of French (AATF)

Address: Francis W. Nachtman, AATF, 57 E. Armory Ave., Champaign, Ill. 61820

Publication: The French Review

Annual Meeting: Usually the last week in December

American Council of Teachers of Foreign Languages (ACTFL)

Address: 62 Fifth Ave., New York, N.Y. 10011

Publications: Accent on ACTFL, Foreign Language Annals, ERIC

Annual Meeting: Thanksgiving weekend

Modern Language Association (MLA)

Address: 62 Fifth Ave., New York, N.Y. 10011

Publication: PMLA

Annual Meeting: Usually the last week in December

National Federation of Modern Language Teachers Association

Address: Wallace C. Klein, 13149 Cannes Drive, St. Louis, Mo. 63141

Publication: The Modern Language Journal

Northeast Conference on the Teaching of Foreign Languages

Address: Mrs. Nancy W. Lian, 320 Riverside Drive, New York, N.Y. 10025

Publications: Reports of working committees

Annual Meeting: April

Société des Professeurs Français en Amérique

Address: 3 College Rd., Princeton, N.J. 08540

Publication: Bulletin

Announcements of regional, state, and local associations are generally found in Foreign Language Annals or other journals listed above.

IV. Foreign Study and Travel

We list here programs that seem well established, most reliable, and most beneficial for students between fourteen and seventeen years old.

ACTFL High School Study Abroad Program
62 Fifth Ave., New York, N.Y. 10011
Tel. (212) 691-3210

Summer program: 5 weeks in Arcachon, 1 week in Paris

While in Arcachon participants live in the Lycée Grand Air with French high school student camarades from the Paris area. Informal discussion classes are highlighted by daily activities and trips in the surrounding area. The last week, in Paris, is spent sightseeing with the students' French camarades.

Didac-Service
Boîte Postale No. 1
92430 Marnes-la-Coquette, France

3 Channing Place
Cambridge, Mass. 02138

Summer programs

1. Tout Compris Program. All arrangements are made for individual needs of the younger student going to France for the first time. Choice of family stay, sport or vacation centers, traveling.

2. Independent Program. For more experienced travelers who want reservations and plans laid out. The individual is totally responsible.

School-year programs. Stay with a family while attending local high school on an exchange or paying-guest basis.

Winter programs. Ski trips at Christmas and Easter with French student groups.

Didac offers other varied programs worth investigating.

Experiment in International Living
U.S. National Headquarters: Brattleboro, Vt. 05301
Tel. (802) 257-7751

Regional offices: Chattanooga, Tenn. (404) 866-9851
Chicago, Ill. (312) 236-3352
New York, N.Y. (212) 868-1570
San Francisco, Calif. (414) 982-4853

Program 1: A summer in France. A six- to eight-week summer program for students of high school age. Four weeks in a French family, two weeks of traveling.

Program 2: One or two semesters in France. An academic semester program for high school sophomores and up. Attendance at local schools or seminars and lectures. Individualized study project, excursions and group travel, homestay with a family.

Educational excursions (France-Quebec-Guadeloupe). Offered annually during spring vacation.

FACETS
683 Fifth Ave., New York, N.Y. 10022
Tel. (212) 838-9290

Comité d'Accueil--Foundation of the French Ministry of Education, endorsed by the Cultural Services of the French Embassy in New York and those of the American Embassy in Paris.

Gateway Programs: Short winter or spring tours. Eight or ten days in Paris; ten days in Paris, Normandy, Loire Valley; ten days in Paris, Côte d'Azur; ten days in Paris, Champagne, Alsace.

French Language and Civilization--High School on Campus (5 weeks). Four weeks in a lycée in Nice or Deauville, one week in Paris; students live in dormitories.

High School Homestays (5 weeks). Four-week lycée study program in Clermont-Ferrand or Strasbourg, one week in Paris; students live with French families.

Discovery Programs

France at Leisure, 22 days. Five days in Paris, five-day trip to Normandy and Loire Valley, three-day trip to Provence area, nine days in Nice; students travel by private motorcoach and stay in tourist-class hotels.

Le Tour de France, 29 days. Paris, Normandy, Loire Valley, Southwestern France, Provence, Côte d'Azur, Alpine region; students travel by private motorcoach and stay in tourist-class hotels, student residences, or Comité d'Accueil Welcome Centers.

The French Voyage, 28 days. Five days crossing on S.S. France, five days in London, five days in Paris, eight days in Normandy and Loire Valley, five days aboard S.S. France; private motor-coach transportation while on land, residence in tourist-class hotels and welcome centers.

Cultures of Western Europe, 35 days. European tour with lectures on civilization, cultural heritage, and geography; Britain, Belgium, Holland, Germany, Switzerland, and France.

Summer Experiences (5 weeks). Four weeks in Franco-American summer camp in Thonon-les-Bains, one week in Paris; students stay with French counterparts on campus of local lycée and participate in a wide range of activities; open to girls and boys aged fourteen to seventeen.

De France: A Program of French Studies in Paris
c/o J. P. Cosnard, The Choate School, Wallingford, Conn. 06492

1. Four weeks in Paris. Students live in private homes; morning classes, all in French.

2. Traveling. One-day trip to Mont-Saint-Michel, two-day trip to the Loire Valley; longer trip through France, Italy, and Switzerland.

This program is open to high school sophomores, juniors, and seniors who have completed two years of French.

NEW IDEAS IN TEACHING

I. Immersion Programs

Originally designated as "total" immersion programs, a term now modified for reasons explained below, this movement is primarily an outgrowth of preparation set up for participants in the Experiment in International Living and the Peace Corps, which preparation is now directed by the School for International Training, in Brattleboro, Vermont (05301). The Purnell School, in Pottersville, New Jersey (07979), under the direction of David O'Dell and Ward Johnson, launched such a program in French and Spanish for the whole school in 1972, staffed by native speakers from the "Experiment" personnel and lasting three weeks, Monday through Saturday. At the end of this time, French groups departed for a two-week homestay in France, Belgium, or Switzerland, and the Spanish groups went to Mexico. The program is being continued on a modified basis, involving only those students electing language. There is no longer a language department per se at Purnell, and the problem of language "maintenance" between immersion sessions is under study.

Following are the comments on the program from William P. Dant, of the Foreign Language Department of the School for International Training.

> Our programs with these schools have been intensive in nature, that is to say, lasting five hours per day. These courses are not what we would term total immersion, which involves a total 24-hour foreign-language atmosphere.
>
> Since almost all our programs at S.I.T. are intensive in nature, it would be easy to make a comparison between the many courses we have for high school students here immediately preceding a stay abroad and those which we organize contractually for schools like Purnell School in New Jersey, which are not necessarily followed immediately by foreign travel.
>
> The first difference, of course, is in motivation. Students who are going straight overseas are naturally more interested. But given the motivation level of many high school students who are required to take two years of language (and the institutions with which we have dealt all have this requirement), I find that students in first and second years have a relatively great amount of interest in what they are studying, if only because there is nothing else "distracting" them. Of course there is a problem with "maintenance"; and it does not always work. I find, however, that those students who are motivated and interested enough in pursuing a foreign language beyond the required amount do follow through during "maintenance" programs, when stimulus is provided

them. As for the others, they often lose interest after the program is over, and of course there is a remedial problem when one begins again the following year. Realistically, though, I would not estimate this remedial problem to be any greater than those that all of us encounter every September. And with language classes all day, the problem disappears more quickly.

I believe, on the other hand, that one cannot realistically cover the same amount of text during X number of intensive hours as one could were the hours spread over a whole school year. For those who are required to cover a specified syllabus per year, this type of program could have its disadvantages. I personally feel that students do learn the material which is covered more thoroughly, by virtue of the fact that it is constantly being used and reviewed during the program; and all students have better speaking and comprehension skills than they would with a traditional year-long program.

Another factor which a school must consider is staffing, of course. What to do with one's language staff the rest of the year? In our own programs, as the need arises, we draw upon a cadre of experienced teachers used to working in intensive language programs, and thus we do not run into many problems of this nature. But a school not used to short-term staffing and with limited contacts often has more difficulty putting its program together. Furthermore, there is a need for orientation and creating a real spirit of teamwork in this sort of course, for we have found that classes take on a new dimension with team-teaching and teacher rotation.

Other schools experimenting with this method are the Miami Valley School, 5151 Denise Drive, Dayton, Ohio 45429, where Mr. O'Dell is now principal of the Upper School, and the Montpelier High School, Montpelier, Vermont 05602.

II. Individualized Instruction through Cassette Tapes

Many publishers offer courses with tapes for individual practice and testing, even though group classwork still serves to introduce and implement the skills learned. Individual work with the tape recorder permits all students to be active and participate at the same time, each at his own pace and concentrating on his own particular needs and difficulties.

The AVID Corporation, 10 Tripps Lane, East Providence, Rhode Island 02914, is a major distributor of tapes for Ginn and Co.--French I-III, La France en directe, I-IV; D. C. Heath--Cours élémentaire de français and Cours moyen de français (fourth editions); McGraw-Hill--Le Français: Commençons, Continuons, à découvrir, à vivre, and advanced literary texts; Prentice-Hall, Au jour le jour, French by Degrees, and other texts. In addition, AVID has developed a two-track recorder, the FLIP system, which facilitates individual practice with commercial or teacher-prepared tapes.

The modern language department at Northfield Mount Hermon School, East Northfield, Massachusetts 03160, uses tape recorders as an adjunct to teaching. Harris F. McCann, chairman of the department, writes: "Our program is not an 'individualized' one according to the current definition of individualized instruction. However, the use of tape recorders has given us much more flexibility and potential in our language teaching. Different teachers utilize the potential of the recorder to different degrees." Here he lists a few ways:

1. Use of the recorders to prepare exercises that accompany textbooks. Most common use. Students can do their work when they want.

2. Use of recorders to prepare special teacher-made tapes.

3. Use of recorders to correct written themes. Teacher records corrections or problems on tape and returns paper to student unmarked. Student corrects paper from tape and returns to teacher. A "theme conference" type of approach allowing much individualization.

4. Use of recorders to correct oral exams. Exam tape recorded onto a second tape and monitored by teacher. The second tape then contains original exam plus corrections. Extremely effective.

5. Use of recorder during class for reading out loud, etc.

"The cassette recorder allows for creativity and flexibility. It often does take a little extra time, but those of us who have experimented have found the results to be worth the extra effort."

III. The "Nuffield" French Course

The "Nuffield" French course is a product of the British Schools Council Modern Language Project. The distributor in the United States is Newberry House Publishers, Inc., 68 Middle Rd., Rowley, Massachusetts 01969.

This is a carefully integrated series prepared in complete kits for each of six "stages." Each kit has a detailed Teacher's Book containing not only the material for that stage, with suggestions for developing and implementing the material, but also a cumulative index of the vocabulary and sentence patterns presented at previous stages. In addition to the student workbooks or textbooks, it also contains posters, wall charts and games (early stages), tapes and filmstrips. Stages 1-4B are entitled "En Avant," and stages 5-6 are called "A Votre Avis."

Stages 1 and 2 are audio-visual in approach, with "copy-writing" and simple sentences introduced at the end.

Stage 3. The pupils' workbooks are devised to move from copy-writing to individual written expression; from text-reading to reading for information.

From this stage on students not only gradually learn to deal with situations in modern France, but also become acquainted with French culture and history.

Stages 4A and 4B. Technical mastery continues to be developed, but much stress is put on story-reading. Two sets of 10 readers are supplied, some accompanied by filmstrip illustrations and tape recordings of the text. The second set of readers is simplified for those experiencing reading difficulties. At this stage much attention is given to meeting the problems of a range of abilities. Stage 4B offers more advanced grammar techniques.

Stages 5 and 6 are designed for the thirteen- to sixteen-year-olds, with fewer audio-visual materials and realia, introducing more advanced grammar, and developing more complex reading and writing skills.

The course is particularly interesting for its variety, practicality in terms of traveling and living in France, and the effort made to challenge and develop a wide range of abilities.

A LIST OF ADDRESSES

Publishers

Allyn and Bacon, Inc., Rockleigh, N.J. 07647

American Book Co., 450 W. 33 St., New York, N.Y. 10001

AMSCO School Publications, Inc., 315 Hudson St., New York, N.Y. 10013

Appleton-Century-Crofts, 440 Park Ave. S., New York, N.Y. 10016

Barron's Educational Services, Inc., 113 Crossways Park Drive, Woodbury, N.Y. 11797

Tamara Bieber, French-book importer, P.O. Box 208, Port Jefferson, N.Y. 11777

The Center for Curriculum Development, Inc., now a subsidiary of Rand McNally and Co., P.O. Box 7600, Chicago, Ill. 60680

Dodd, Mead and Co., 79 Madison Ave., New York, N.Y. 10016

EMC Corporation, 180 E. 6th St., St. Paul, Minn. 55101

The French Book Guild, 1103 Fourth Ave., Long Island City, N.Y. 11101

French and European Publications, Inc., 610 Fifth Ave., New York, N.Y. 10020

Ginn and Co., 191 Spring St., Lexington, Mass. 02173

Goldsmith's Music Shop, Inc., 301 E. Shore Rd., Great Neck, N.Y. 11023

Hachette, Inc., 1103 Fourth Ave., Long Island City, N.Y. 11101

Harcourt Brace Jovanovich, Inc., 757 Third Ave., New York, N.Y. 10017

Harper and Row, Publishers, 10 E. 53 St., New York, N.Y. 10022

D. C. Heath and Co., 125 Spring St., Lexington, Mass. 02173

Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N.Y. 10017

Houghton Mifflin Co., 1 Beacon St., Boston, Mass. 02108

Larousse and Co., Inc., 572 Fifth Ave., New York, N.Y. 10036

McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, N.Y. 10020

The Macmillan Co., 200A Brown St., Riverside, N.J. 08075

Midwest European Publications, 3229 N. Clark St., Chicago, Ill. 60657

Modern Language Association, 62 Fifth Ave., New York, N.Y. 10003

Oxford University Press, 200 Madison Ave., New York, N.Y. 10016

St. Martin's Press, Inc., 175 Fifth Ave., New York, N.Y. 10010 (for texts printed in Great Britain)

Scott, Foresman and Co., 1900 E. Lake Ave., Glenview, Ill. 60025

Charles Scribner's Sons, 597 Fifth Ave., New York, N.Y. 10017

Webster/McGraw-Hill, 1221 Avenue of the Americas, New York, N.Y. 10020

Xerox College Publishing, 191 Spring St., Lexington, Mass. 02173

Other Useful Addresses

ALESCO (American Library and Educational Service Co.), 404 Sette Drive, Paramus, N.J. 07652

American Optical Corp., Instrument Division, Buffalo, N.Y. 14215

Audio Brandon Films, Inc., 35 MacQuesten Parkway S., Mt. Vernon, N.Y. 10550
Regional offices: 8400 Brookfield Ave., Brookfield, Ill. 60513
2512 Program Drive, Dallas, Tex. 75229
1619 N. Cherokee, Hollywood, Calif. 90028
3868 Piedmont Ave., Oakland, Calif. 94611

AV Corporation, 2518 North Blvd., P.O. Box 66824, Houston, Tex. 77006

Bell and Howell Co., 7100 McCormick Rd., Chicago, Ill. 60645

Charles Beseler Co., 213 S. 18th St., East Orange, N.J. 07108

Bolex (Paillard, Inc.), 1900 Lower Rd., Linden, N.J. 07036

Buhl Optical Co., 1009 Beech Ave., Pittsburgh, Pa. 15233

Chandler Publishing Co., 124 Spear St., San Francisco, Calif. 94105

Jack C. Coffey Co., Waukegan, Ill. 60085

Contemporary Films, Princeton Road, Hightstown, N.J. 08520

Coronet Films, 65 E. South Water St., Chicago, Ill. 60601

Craig Corp., 1900 Avenue of the Stars, Los Angeles, Calif. 90067

A. B. Dick Co., 5700 W. Touhy Ave., Chicago, Ill. 60648

Ditto, Inc., 6800 McCormick Rd., Chicago, Ill. 60645

Dukane Corp., Audio-Visual Division, St. Charles, Ill. 60174

Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Ill. 60611

FACETS (Franco-American Committee for Education, Travel, and Studies), 683 Fifth Ave., New York, N.Y. 10022

FACSEA (Society for French-American Cultural Services and Educational Aid), 972 Fifth Ave., New York, N.Y. 10021

Fairchild Camera Corp., Robbins Lane, Syosset, N.Y. 11791

Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. 60091

French Consulates: Boston, Chicago, Detroit, Houston, Los Angeles, New Orleans, New York, San Francisco, San Juan, Washington, D.C.

French Cultural Attachés
919 N. Michigan Ave., Chicago, Ill. 60611
920 Niels Esperson Bldg., 804 Travis, Houston, Tex. 77002
9255 Sunset Blvd., Los Angeles, Calif. 90069
3305 St. Charles Ave., New Orleans, La. 70115
972 Fifth Ave., New York, N.Y. 10021
2570 Jackson St., San Francisco, Calif. 94115

French National Railways, 610 Fifth Ave., New York, N.Y. 10020

General Electric Co., Educational Relations, 570 Lexington Ave., New York, N.Y. 10022

Haeseler Productions, 1668 N. Rodney Drive, Hollywood, Calif. 90027

Honeywell, Denver, Colo. 80211

Hudson Photographic Industries, Inc., S. Buckhout St., Irvington-on-Hudson, N.Y. 10533

Institute of Modern Languages, Inc., 2129 S St., N.W., Washington, D.C. 20008

International Film Bureau, 332 S. Michigan Ave., Chicago, Ill. 60604

Keuffel and Esser Co., 300 Adams St., Hoboken, N.J. 07030

Kodak, 343 State St., Rochester, N.Y. 14650

Luxor (Jack C. Coffey Co.), Waukegan, Ill. 60085

National Education Association, Department of Audio-Visual Instruction, 1201 16th St., N.W., Washington, D.C. 20036

Norelco (Herman H. Smith, Inc.), 812 Snediker Ave., Brooklyn, N.Y. 11207

Panasonic Corp., 200 Park Ave., New York, N.Y. 10017

RCA (Radio Corporation of America), Educational Services, Camden, N.J. 08102

Rand McNally and Co., P.O. Box 7600, Chicago, Ill. 60680

Rheem Califone Corp., 1020 N. La Brea Ave., Hollywood, Calif. 90028

Scholastic Book Services, Englewood Cliffs, N.J. 07632

Sony Corporation of America, Sun Valley, Calif. 91352; also 47-49 Van Dam St., Long Island City, N.Y. 11101

Swenk Motion Pictures, Inc., 201 S. Jefferson St., St. Louis, Mo. 63166

Technicolor, Inc., 1300 Frawls Drive, Costa Mesa, Calif. 92627

Tecnifax Corp., 195 Appleton St., Holyoke, Mass. 01040

Telex-Magnacord-Viking, 600 Aldrich Ave., Minneapolis, Minn. 55420

3M Company, Visual Products, 2501 Hudson Rd., St. Paul, Minn. 55420

Trans-World Films, Inc., 332 S. Michigan Ave., Chicago, Ill. 60604

Twyman Films, Inc., 329 Salem Ave., Dayton, Ohio 45401

T.M. Visual Industries, Inc., 25 W. 45 St., New York, N.Y. 10036

United World Films, Inc., 1445 Park Ave., New York, N.Y. 10029

Watson, Neale, 156 Fifth Ave., New York, N.Y. 10010